**ARI Assignment Two-PLU**

Dodge, Judith, “Formative and Summative Assessments in the Classroom,”

Excerpt: “25 Quick Formative Assessments for a Differentiated Classroom,

2008, <http://www.scholatic.com/professional>, (Sept. 2010).

**3-2-1**

1. **Important Details**
2. Formative assessments support learning during the learning process. Unlike summative assessments, formative assessments focus more on assessment for learning rather than assessment of learning. Formative assessments check for understanding along the way and guide teacher decision making about future instruction; they also provide feedback to students so they can improve their performance.
3. Using at least one formative assessment daily enables you to evaluate and assess the quality of the learning that is taking place in your classroom and answer these driving questions: How is the student evolving as a learner? What can I do to assist this learner on his path to mastery?
4. Types of Assessment Strategies: Summaries and reflections, Lists, Charts, and Graphic Organizers, Visual Representations of Information, and Collaborative Activities.

**2 Connections to My Leadership Role**

1. As a reading coach, I need to be able to assist the teachers with integrating formative assessments on a consistent basis so that they will have total ‘buy-in’ to the benefits that can be gained.
2. I need to assist the teachers with this transition to ensure that assessments are used as sources of information for both students and teachers, that assessments are followed with research-based, corrective instruction, and that they provide students numerous opportunities demonstrate success.

**1 Question**

* How can we accomplish teacher buy-in to these concepts without making them feel they are being given additional work to do?

Stiggins, Rick, “Assessment for Learning: A Key to Motivation and Achievement,” Edge. Vol. 2, No. 2, pp. 3-19, November/December 2006.

**3-2-1**

1. **Important Details**
2. Two other important shifts are just beginning to emerge. One is the desire to balance summative assessments with formative assessments, and the second is to balance large-scale assessments with classroom assessments. Neither of these is a priority for mainstream assessments at this time. But they are becoming more important because of the recent discovery that profound achievement gains can be realized with effective, formative, classroom assessments.
3. It is critically important that we understand that both classroom and program levels of assessment and decision making are important, but they are different. One seeks to reflect progress toward mastery of standards, the other success in meeting standards. One involves only the adult decision makers the other weaves student into the mix also. One focuses attention on the individual learner, the other on data summarized over learners.
4. Classroom assessment for student learning turns the classroom assessment process and its results into an instructional intervention designed to increase, not merely monitor, student learning, confidence and motivation.

**2 Connections to My Leadership Role**

1. Provide teachers with research based strategies that promote the use of formative assessments.

1. Model for teachers how to incorporate formative assessments into their daily lesson plans.

**1 Question**

What can we do to utilize formative assessments in our school district?